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final, or, rather, progressive, establishment of a "scientific pedagogy" by means of "systematic observation and experiments." The lengthy defence of systematic observation and experimental methods here made seems to us superfluous; but was very likely appropriate to the audience to which these lectures were originally delivered, and is, at any rate, not unusual in German scholarship. The second chapter is devoted to a general view of the topics which the writer is to treat in the rest of his book. The third chapter treats the physical and mental development of the child, in its general course, characteristics and periodical fluctuations, with the pedagogical bearings of these. In the next four chapters the author goes into the discussion of the development of particular mental faculties, making a comparison between those of the child and the adult. Attention, sense-perception, the perception of space and time, the ideational content of children's minds at their entrance into the school, the development of memory power, representation processes, the development of speech, the growth of the emotional and volitional life—all these receive more or less full treatment. The eighth, ninth and tenth chapters are given to the question of individual differences and types, and close the first volume of the work.

The eleventh chapter, beginning Vol. II, is concerned with scientific methods of mental work and acquisition, its economy, technique and hygiene. The next chapter, as a continuation of the preceding one, is devoted entirely to the study of fatigue. With the thirteenth chapter the author enters upon the problems of special didactics, devoting one chapter to each of the following branches of elementary instruction: Object lessons, reading, writing, number work and drawing. Here he merely shows what can be done in these lines by means of experimental investigation. In the eighteenth, the concluding chapter, he turns to the future of experimental didactics, showing the possibility of the extension of experimental investigation to the higher branches of school study.

The book is written in a clear style, and furnishes easy and agreeable reading, although too minute analysis and not infrequent repetitions are something of a blemish. Its strength lies in the fact that Meumann, as one of the most eminent and vigorous investigators in the field, supplements the results of previous studies with those of researches made by himself or under his immediate direction. Psychologists, as well as experimental pedagogists, might have wished a more detailed account of some of these individual studies, the results of which he publishes here for the first time. Beginners in experimental pedagogy, for whom the book is intended, will, however, find in it an excellent guide to the nature, and the present attainment of this new branch of pedagogy. In fact this is the only book of its kind as yet published. The student of psychology will find those chapters of most interest, in which Meumann treats of memory, attention, association and individual types.

T. MISAWA

The Psychology of Feeling and Attention, by EDWARD BRADFORD TRITCHENER. The Macmillan Co., New York, 1908. 404 p.

This book consists of eight lectures delivered at Columbia in February, 1908, together with many appended notes. The topics are: 1. Sensation and its attributes; 2. Sensation and affection, the criteria of affection; 3. The affections as *Gefühlsempfindungen*; 4. The tri-dimensional theory of feeling; 5. Attention as sensory clearness; 6 and 7. The laws of attention; 8. Affection and attention. There are some seventy-five pages of notes on various lectures. It is entirely impossible to do justice to a work of this kind in a brief review. It bristles with technicalities and abounds with quotations in French

and German; and more or less of the discussion pertains to matters of method. The most constructive part of the book (pp. 291-3) is the statement of the theory that the material of consciousness or the stuff out of which mind is made is ultimately homogeneous. The affections are of the same general sort as sensations, only they are not developed into them. The affections might thus be called undeveloped sensations but for a verbal difficulty. The peripheral organs of feeling are the free afferent nerve-endings distributed among the inner organs of the body, and these endings represent a lower level of development than the specialized receptive organs. "Had mental development been carried further, pleasantness and unpleasantness might have become sensations; in all likelihood would have been differentiated, each of them, into a large number of sensations. Had our physical development been carried further we might have had a corresponding increase in the number of internal sense-organs." This explains the obscurity of feeling. Affective processes are those whose development has been arrested. The feelings never report the tone of the bodily system from which they proceed and can only vary between the terms good and bad. These reports vary in degree but cannot in kind. And, finally, this theory explains the introspective resemblance between affections and organic sensations. (This note will not preclude longer or more adequate review later.)

Notes on the Development of a Child; II. The Development of the Senses in the first Three Years of Childhood, by MILICENT WASHBURN SHINN. University Press, Berkeley, July, 1907. 258 p. (Univ. of Cal. Pub.)

This long delayed publication is most welcome to those interested in this department of work. It shows that the author's observations and her inferences therefrom and also her reading upon these subjects have been no less careful than upon the topics upon which she has previously published. As an observer Miss Shinn is past master. One cannot, however, but wish that her reading and thought in the line of comparing what others have written upon the subject were a little more developed. As it is, her work is a contribution of really more original acumen, diligence, and scientific value than Preyer's, but after all the work that has been done there ought to be certain, at least tentative, conclusions drawn and at least provisional summaries of results up to date, with perhaps definite statements of problems next in order. The absence of this we consider the chief weakness in Miss Shinn's paper.

Social Psychology—An Outline and Source Book, by EDWARD ALSWORTH ROSS. Macmillan Co., New York, 1908. 366 p.

In this book, extensive rather than intensive, the author first treats of the nature of social psychology; then suggestibility, its relations to sex, politics, public opinion; then crowds (the individual wilts and thought is arrested), the Kentucky revival, non-morality of crowds; comparison of city and country. In the chapter on the mob mind, crazes and fads, children's crusade, Milan's women's crusade, Mrs. Nation, stampede, financial crazes, are discussed. Prophylactics must make us crank-proof. Sane teachers and the classics, avoidance of sensational newspapers, country life, familism, ownership, pride, love, avoidance of yellow religion, are sanative. Then follow chapters on fashions, nature of conventionality in which effects of caste are discussed, snobbery, stigma on toil, the spirit of the age, why it is unwomanly for women to use stimulants, etc. In the eighth chapter the laws of conventional imitation are discussed along with the flagellants, dancing mania, jumpers, spread of disease, drunks, sex